

«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING

GUIDELINES

on the organisation and conduct of an external assessment procedure in the accreditation process of an education organisation and (or) study programme



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1. The Purpose and Objectives of the External Expert Panel's Visit to the Organisation of Education

1.1 The purpose of the Independent Agency for Accreditation and Rating (hereinafter - IAAR) External Expert Panel's (hereinafter referred to as "the EEP") visit to the educational organisation (hereinafter - EO) is to evaluate the quality of EO and/or study programme (hereinafter - SP) using institutional and (or) specialised (programme) accreditation criteria of the IAAR and develop recommendations on accreditation for consideration by the Accreditation Council (hereinafter - AC).

1.2 To achieve the goal, the following objectives are defined:

 control completeness and reliability of self-assessment results of EO and/or SP;

• conduct an assessment in compliance with the IAAR Standards for the external evaluation of EO and/or SP;

develop EEP report based on the evaluation of the EO and/or SP;

prepare recommendations on improving the quality of the EO and/or EP;

• elaborate accreditation recommendations for the AC in accordance with the EO and/or SP level of preparation to institutional and (or) specialised (programme) accreditation.

1.3 The IAAR's statutory documents include Standards, Regulations on the EEP, this Guidelines for the organisation and conduct of the external evaluation procedure under the accreditation process of the EO and (or) the study programme and other IAAR documents.

1.4 Sections of the EEP report should be covered in accordance with the criteria of the Standards of Institutional and (or) specialised (programme) accreditation of the IAAR. The main document to the EEP report is the Assessment Table "Parameters of the Institutional or Specialised (Programme) Profile", and the Expert Notebook completed by the EEP members during the visit serves as an auxiliary material.

1.5 The quality of the EO and/or SP is assessed by EEP strictly on the basis of compliance with the Standards of Institutional and (or) Specialised (Programme) Accreditation. In the external evaluation of the EO and/or SP, comparisons are not allowed with other EO and/or SPs.

1.6 The main principles of external quality assessment are: objectivity, reliability, integrity, openness, transparency, observance of moral and ethical norms in the process of external evaluation and visit to the EO.

1.7 In order to ensure a qualitative assessment of the study programme and the effectiveness of the EEP, a cluster approach is implemented that envisages division of accredited SPs into clusters. Cluster of EP - combining no more than 5 (five) homogeneous educational programs into one group, regardless of the language of instruction and the level of education and the direction of training. Proposed clusters and principles for combining educational programs into clusters are discussed in advance with the educational organization being assessed. It is allowed to evaluate no more than 20 (twenty) EPs for one EEP visit.

The "Cluster Approach" does not mean a cluster assessment of educational programmes. The EEP collectively reviews and evaluates each EP separately, and the IAAR Accreditation Council also makes a decision on each separate educational programme.

1.8 Institutional and specialized (program) accreditation during the EEP visit should be carried out separately.

1.9 In the event of joint international accreditation, the procedure for the formation of EEP and clusters is governed by separate Guidelines to be developed between partner agencies.

2. The External Expert Panel

2.1. The IAAR forms EEP for external evaluation and visit to the EO.

2.2 The EEP is created for each EO under accreditation, taking into account the activities and the educational services provided. The EEP is formed on the basis of the IAAR General Director order from the number of certified representatives of the academic, professional and student community.

2.3 The EEP is formed by the IAAR, depending on the number of EPs in the EO being accredited. Changes and additions to the composition of the EEP are made by the order of the IAAR General Director.

2.4 The EEP does not include more than two representatives of one organisation.

2.5 The EEP may include at least one expert who participates in the EEP for the first time.

2.6 If necessary, the EO provides an interpreter for a foreign expert being member of the EEP.

2.7 When conducting institutional accreditation, the number of EEP experts reaches 5-6 people.

2.7.1 By the order of the IAAR Director the EEP consists of the following members for the institutional accreditation procedure:

Chair of the EEP – 1 person;

Foreign expert – 1 person;

National expert - 1-2 persons;

Employer – 1 person;

Student – 1 person;

IAAR Coordinator – 1 person.

2.8 In specialised (programme) accreditation procedure, the EEP is formed depending on the number of EPs under accreditation.

2.8.1 By the order of the IAAR General Director the EEP consists of the following members for the specialised (programme) accreditation procedure:

Chair of the EEP – 1 person;

Foreign expert - 1-2 persons (in case of assessment of more than three clusters, at least 2 experts are included);

National expert - 1 or more persons (depending on the number of EPs);

Employer - 1-2 persons (if more than three clusters are assessed at least 2 experts-employers are included);

Student - 1 or more persons (1 expert for each cluster);

IAAR Coordinator – 1 person.

2.9 Educational programmes falling under the initial accreditation are placed in a separate cluster.

2.10 The composition of the EEP:

- The Chair of the EEP is a certified expert from the academic community who has work experience in the EO, and the most experience and knowledge of the accreditation process;

- National expert - a certified expert whose field of activity or interests are related to education and science;

- Foreign expert - a certified expert from the database of the IAAR experts and (or) foreign accrediting partner agencies;

- An expert from employer organisations - a certified expert, a representative of a professional association or community, relevant agencies, or employers' associations;

- An expert from the students' community is a certified expert who is studying at the senior course of the EO that implements the technical and vocational, post-secondary, higher and postgraduate technical study programmes, nominated by the EO, in addition to the one being under accreditation procedure, or by student organisations and associations;

2.11 If it is necessary to divide the EEP into groups, the Chair should lead one group of experts and assign responsibility for another group to one of the members of the expert panel.

2.12 Responsibility for the compilation of the EEP report on the basis of indepth analysis by the EEP members of the quality of the EO and/or SP in accordance with the IAAR standards is vested in the Chair.

2.13 All EEP members sign the Statement of Obligation on the Absence of Conflict of Interest and the Code of Ethics of the External Expert of the IAAR during each visit.

2.14 The expert is obliged to notify the IAAR observer about any connection with the EO or his own interest, which may lead to a potential conflict associated with the external evaluation process.

2.15 Each member of the EEP shall perform qualitatively the functions and responsibilities stipulated by these Guidelines. Non-fulfillment and refusal without a justified reason are considered as violation of the Code of Ethics of an external IAAR expert and may lead to a reduction in the payment of a fee proportional to the work not yet completed.

2.16 The IAAR renders organisational and technical support to the EEP activities. The IAAR observer organises and coordinates the work of the EEP.

3. Arrangement of the EEP Activity

3.1 The IAAR maintains communication with the EO at all stages of accreditation.

3.2. The IAAR concludes an agreement with each member of the EEP on the provision of paid services.

3.3. The IAAR provides EEP members with accommodation, meals during the visit to the EO and arranges transfer.

3.4 The EEP visit to the EO is conducted based on a programme approved by the IAAR General Director and agreed with the CEO of the EO.

3.5 The IAAR provides members of the EEP with the following materials:

 Standards and Guidelines for institutional and (or) specialised (programme) accreditation;

IAAR statutory documents on external evaluation of the EO and/or EP;

self-assessment report and its annexes;

an expert's notebook.

4. Functions and Responsibilities of the EEP Members and the IAAR Observer

4.1 Chair Functions:

 participation in the development of the visit programme to the EO and responsibility for its implementation, management and coordination of the EEP members work, preparation of the EEP report with recommendations for improving quality of the EO and/or SP and recommendations for the AC;

• interaction with the IAAR observer prior to an external evaluation on the organisation of the visit and the coordination of the programme;

defining the agenda and holding meetings;

• assuring participation of the expert panel members in the meetings with various target groups, as well as monitoring the compliance of experts with the main objective of the external evaluation and of the visit to the EO;

• ensuring collegial discussion by the entire EEP of the assessment table "Parameters of the institutional or specialised (programme) profile" in accordance with the Standards of the IAAR;

 holding a concluding meeting with the EEP members to agree on recommendations for accreditation;

• presentation of the visit outcomes to the EO and the main provisions of the EEP report at the meeting of the AC. In the event of his absence for a good reason, the presentation of the visit outcomes to the EO is carried out by one of the members of the EEP.

4.2 Chair Duties

Before the visit:

• to get acquainted with the EO related information;

• to study self-assessment report of the EO and write a review according to the IAAR requirements;

• to take part in the development of the EEP's visit programme;

• to formally introduce all members of the EEP at a preliminary meeting, communicate the purpose of the visit, conduct a discussion of the visit programme and the self-assessment report of the EO and/or SP.

During the visit:

• to hear the views of the EEP members on self-assessment of the EO and/or SP and to identify areas requiring clarification;

to distribute responsibilities among the EEP members;

to have discussions at meetings with target groups;

• to hold a concluding meeting with the EEP members to agree on the recommendations;

• to provide an oral feedback on the EEP's visit outcomes, to familiarise with the draft recommendations of a general nature during the final meeting with the leadership of the EO.

After the visit:

• to prepare a draft report on the results of the EEP visit and coordinate it with the members of the EEP;

 to send a draft report on the outcomes of the EEP visit for consideration by the IAAR;

• in the event of any actual inaccuracies revealed after the review of the EEP report by the EO, make necessary amendments therein and coordinate their approval with the EEP members;

• in case of disagreement with the comments of the EO to the EEP report, to prepare jointly with the IAAR observer an official response to the EO with the rationale indicated;

• to prepare EEP report for subsequent presentation to the AC.

4.3 Functions of a National, Foreign Expert, Employer and Student

• evaluation of the completeness and reliability of self-assessment results of the EO and/or SP in accordance with the Standards of the IAAR;

 preparation for each meeting with the target groups of the EO with the definition of the key issues in accordance with the IAAR Standards;

 drafting report on the external evaluation results of the EO and/or SP for compliance with the IAAR Standards;

drafting recommendations for improving the quality of the EO and/or SP;

• drafting recommendations for the AC on accreditation in accordance with the level of the EO's and/or EP's preparation to the institutional and (or) specialised (programme) accreditation procedures.

4.4 Duties of the National, Foreign Expert, Employer and Student Before the visit:

• to study all the documentation, including self-assessment report and any other available information (standards of the institutional and (or) specialised (programme) accreditation, legal acts in the field of education, websites of the IAAR, EOs, etc.);

• to maintain liaisons with the IAAR and the EEP Chair;

• to prepare a review (except for employers and students) for compliance with the standards and criteria for the institutional and (or) specialised (programme) accreditation in accordance with the IAAR requirements;

• to discuss a visit to the EO with the IAAR observer and the Chair;

• to agree with the IAAR observer on the details of the visit;

• to participate in preliminary meeting of the EEP.

During the visit:

• to actively participate in all meetings and discussions, contribute to the EEP work;

• to carry out duties within the EEP related to the evaluation procedure;

• to inform the IAAR observer and the Chair about any doubts and questions arising in the course of the EEP work;

not to interrupt work as part of the EEP during the whole period of the site visit;

to speak at meetings as it may be agreed with the EEP Chair;

to document the data received;

• to provide the EEP Chair with the necessary documentation related to the data received during the external evaluation;

to conduct interviews with the target groups;

• to attend various types of classes, study rooms, training places, etc. according to the programme of the EEP visit;

• to participate in the online survey of teachers and students aiming to identify the degree of satisfaction with the educational process;

• to receive through the IAAR observer and the Chair additional information necessary for the analysis of the prospects of the EO and/or SP.

After the visit:

• to participate in the preparation of the EEP report;

to destroy confidential materials received during the visit;

• not to disclose the external evaluation results of the EO and/or SP prior to the adoption of a formal decision by the AC.

4.5 IAAR's Observer Functions

organisation and technical support of the EEP activities;

• coordination of the EEP work (providing necessary documentation of the EEP members, regulating the EEP activities, interaction with the EO's coordinator, etc.);

providing EEP experts with a self-assessment report prior to the EEP's visit (*at least 6 (six) weeks prior to the visit*);

participation in the formation of the EEP;

provision of the IAAR's AC with the EEP report;

ensuring confidentiality in the accreditation procedure.

4.6 Obligations of the IAAR Observer

Before the visit:

• to maintain communication with the EO and participate in meetings on accreditation procedures;

to organise EEP visit (accommodation, meals, transfer, etc.);

• to advise the EO on the accreditation procedure;

• to carry out technical evaluation of the self-assessment report for completeness and applicability (if important omissions are discovered, request the missing materials from the EO's coordinator);

• to provide timely information, including self-assessment report to EEP members for study and review;

• to send recommendations, if necessary, to the EO on the finalisation of the self-assessment report on the basis of expert reviews;

• to provide the EEP members with the approved visit programme;

• to send the EEP composition to the EO to avoid conflicts of interest 14 calendar days prior to the visit;

• to inform the EO on the timing of the EEP visit;

• to act as the main contact person between the EEP, EO and IAAR.

During the visit:

• to regulate EEP activities, provide the necessary methodological materials;

• to create favorable psychological climate for the EEP work;

• to monitor the integrity of the accreditation process and ensure compliance with the IAAR requirements.

After the visit:

• to send the draft EEP report to the EO to eliminate the actual inaccuracies;

• to ensure timely delivery of materials to the Secretary of the AC;

• to send the report of the EEP to the EO after the AC decision on the accreditation of the EO and/or SP is taken (in case of a positive decision by the

AC on accreditation, to request the Action Plan for the implementation of the EEP recommendations);

• to inform EEP members about the decision of the AC;

• to provide feedback on the accreditation procedure of the EO and/or SP (an online survey of the EEP members and the EO after the accreditation decision).

5. Scope of Interaction with the EO Coordinator

5.1 The coordinator is appointed by the head of the EO. It is not required for the coordinator to be the head of the working group for the preparation of the institutional and (or) specialised (programme) self-assessment of the EO and/or SP. The coordinator interacts with the IAAR observer on the planning and organisation issues of the visit to the EO.

5.2 To maximise the effectiveness of the accreditation procedure, the EO coordinator shall:

 coordinate the process of the self-assessment report preparation related to the EO and/or SP;

ensure timely submission of a self-assessment report to the IAAR;

facilitate timely coordination of the EEP visit programme;

ensure the organisation of site visits according to the programme of the visit, including transportation;

 assure conduct of EEP members' meetings with EO target groups during the EEP visit;

• organise coordinated approvals of the EEP report for the presence of actual inaccuracies.

6. Confidentiality of External Assessment Materials and Data Received by the EEP

6.1 Information about the EO received during the external evaluation is presented as confidential and shall not be subject to disclosure.

6.2 EEP members should not publicise or comment on the draft outcome of an external assessment before the AC decision is taken.

6.3 The expert shall destroy materials (including the draft report) relating to the external assessment of the EO at the end of the visit to the EO and after consideration of the EEP report.

7. The Procedure for Conducting an External Evaluation and a Site Visit to the EO

7.1 The EO shall send a report on institutional and (or) specialised (programme) self-assessment and all necessary attachments to the IAAR at least **eight (8) weeks** prior to the EEP visit.

7.2. The IAAR sends experts a self-assessment report for review at least **six** (6) weeks before the visit.

7.3 The expert reviews self-assessment report on compliance with the IAAR Standards, prepares and sends a review to the IAAR within 10 (ten) calendar days. In case of non-compliance with the IAAR requirements (Appendix 1), the review is sent to the expert for revision. In the event of repeated inconsistencies, the IAAR has the right to remove this expert from participation in the EEP work.

7.4. In order to avoid conflict of interests, 14 (fourteen) calendar days prior to the visit the IAAR sends an official letter to the EO on the composition of the EEP.

7.5. The EO has the right to send to the IAAR an official letter of notice on the existence of a conflict of interest with correspondent justification within 3 (three) business days. The IAAR, if necessary, replaces the expert.

7.6. The total duration of the EEP visit to the EO accounts for 3-5 days under the Regulations on the External Expert Panel of the IAAR.

8. EEP Workplace

8.1 EO provides the EEP with a separate study room for work and individual meetings with the EO's representatives. For the entire period of EEP work, unauthorised persons are not allowed to enter this office. The main meetings with the target groups may take place in the classrooms and rooms, predetermined in the programme of the visit.

8.2 The documents (or copies) related to the self-assessment report shall be kept in this office.

8.3 The room for the EEP member team shall be:

isolated, spacious, having enough office furniture;

• equipped with a telephone, printer, copying device, computers for each EEP member with an Internet access.

9. Preliminary Meeting of the EEP

9.1. The preliminary meeting of the EEP is held with a view to mutually agree and have the responsibilities of the EEP members being allocated by the Chair, discuss the programme of the EEP visit, the report on the institutional and (or) specialised (programme) self-assessment to identify key issues and matters requiring additional information.

9.2 The preliminary meeting of the EEP is held according to the programme the day before the visit to the EO. Only EEP members shall be present at the meeting.

9.3 The preliminary meeting stipulates consideration of the following issues:

 extent of coverage in the self-assessment report of the IAAR Standards of institutional and (or) specialised (programme) accreditation;

transparency in defining the problems of the EO and ways of their resolution;

• identification of the main aspects that require careful study during the visit.

10. EEP Visiting Programme

10.1 The programme of the visit shall be developed by the EEP Chair and the IAAR observer in collaboration with EO. The coordinated programme of the EEP visit shall be approved by the IAAR General Director at least 2 (two) weeks before the visit to the EO.

10.2 The work schedule of the EEP shall extend from 9:00 to 18:00 hours with a break for lunch from 13.00 to 14.00 hrs.

10.3 The EEP visit shall be carried out strictly within the approved programme.

10.4 The EO is not recommended to conduct presentations that include materials from the self-assessment report during the meetings with target groups.

10.5 The EEP visit programme shall include a meeting with the management of the EO at the beginning and at the end of the visit.

10.6 The meeting with teachers, trainees, alumni and employers shall take place without participation of the EO management.

10.7 The structure and content of the programme shall be developed taking into account the specifics of the EO and/or SP following the sample of the EEP visit programme (Appendix 2).

10.8 It is recommended that the following events be included in the programme of the EEP visit:

meeting with the management of the EO (from 30 minutes to 1 hour);

• meeting with the structural units' representatives from the EO (training department, representatives of student services, admission committee, on-thejob training division, career center, library, financial management, marketing department, international department, employment center, etc.) (from 30 minutes to 1 hour);

• visual inspection of EO (in case of specialised (programme) accreditation only facilities for accredited SPs) (from 1 to 2 hours);

meeting with the leaders of SP being accredited (managers, deans, directors, etc.) (from 30 minutes to 1 hour);

 meeting with lecturers - a select group of teachers that does not include representatives of the EO's management (from 45 minutes to 1 hour);

 meeting with students - from different training courses or can be interviewed separately for clusters (from 45 minutes to 1 hour);

meeting with employers (from 45 minutes to 1 hour);

meeting with alumni of EO and (or) accredited SP (from 30 minutes to 1 hour);

• attending classes (at least one class per accredited SP should be attended from the beginning to the end). When attending classes, experts should not interrupt the learning process;

• the EEP meeting to discuss the interview results and prepare for the next meetings should be held at least twice a day (from 30 minutes to 1 hour).

10.9 If necessary, the EEP can be divided into groups for the optimal use of the visit time.

10.10 In the programme of the visit or in the appendices it is necessary to indicate the full name and positions of the participants.

11. Meeting with the Leadership of the EO (from 30 minutes to 1 hour)

11.1 The first meeting with the management of the EO is conducted with a view to get acquainted and discuss strategic issues of the EO's development. This meeting is necessary to clarify the current situation and prospects for the development of EO.

11.2 The final meeting with the management of EO is conducted with a view to present a preliminary oral review with the draft general recommendations following the EEP visit.

11.3 Preliminary oral review stipulates:

strengths and weaknesses identified during the EEP visit;

• constructive and correct presentation of the preliminary results of the external assessment of EO and/or SP;

drafting general recommendations for improvement of the EO and/or SP quality.

12. Interviews

12.1 Interviews with the management and target groups of EO are considered as the main means of obtaining information during the EEP visit.

12.2 The interview is conducted to verify the reliability of the selfassessment results of EO and/or SP, including methods such as cross-checking the facts, comparing and contrasting the data specified in the self-assessment report of EO and/or SP. The interview involves obtaining additional information from the target groups for a better evaluation of EO and/or SP.

12.3 The number of interviewees with target groups is no more than 20 (twenty) people. An interview participant can only represent one target group.

12.4. The target group for interviewing alumni and employers shall be formed by the IAAR in advance from the list provided by EO. Graduates and employers should not be employees of EO. The target group for interviews with students and lecturers shall be formed by the EEP from the general list of lecturers and students during a visit to EO. 12.5 In the event of initial accreditation, interviews with alumni and/or EO's students shall not be conducted.

13. Individual External Assessment

13.1 The individual external assessment is carried out by the expert in accordance with clause 1.3 of section 1 "Goals and objectives of the visit to the education organisation", paras. 3.3, 3.4, section 3 "Responsibilities of the EEP members and the IAAR observer ".

13.2 Each member of the EEP fills in an expert's notebook (*Appendix 3*).

13.3 The results of an individual external assessment are introduced for peer review of the EEP.

14. Summarising and Drafting Recommendations

14.1 Summary based on the assessment table "Parameters of the institutional and (or) specialised (programme) profile" is conducted on the basis of an individual external evaluation collectively.

14.2 The evaluation table "Parameters of the institutional and (or) specialised (programme) profile" is the final document for the generalisation of the EEP work.

14.3 The evaluation table "Parameters of the institutional and (or) specialised (programme) profile" allows the EEP to determine position of EO and/or SP, which is evaluated for each criterion as follows:

• "Strong" is characterised by a high level of indicators of one of the standard of institutional and (or) specialised (programme) accreditation criterion. Position of this criterion allows us to serve as an example of good practice for dissemination among other EOs.

• "Satisfactory" is determined by the average level of indicators of one criterion of the standard of institutional and/or specialised (programme) accreditation.

• "Assumes improvement" is characterised by a low level of indicators of one criterion of the institutional and (or) specialised (programme) accreditation standard.

• "Unsatisfactory" means that this criterion of EO and/or SP does not comply with the institutional and (or) specialised (programme) accreditation standard.

14.4 Based on the collegial decision of the assessment results, the EEP prepares for the AC a report with recommendations for accreditation and for improving the quality of EO and/or SP.

14.5 The EEP provides the following decision recommendations for the AC:

accredit EO and/or EP for a period of 1/3/5/7 years;

• do not accredit EO and/or EP.

14.6 In the event that EO and/or SP meets the IAAR Standards, the EEP

makes a recommendation for quality improvement.

14.7 In case of non-conformity of EO and/or SP to the Standards of the IAAR, the EEP recommends that the measures necessary to bring EO and/or SP to conformity with the IAAR Standards be determined.

15. The Report of the EEP

15.1. The EEP report as an official document presents to EO an analysis and conclusions on the EEP visit outcomes based on which the AC makes accreditation decision. The EEP report serves as the basis for the subsequent activities of EO on quality improvement.

15.2 The EEP report should be written using clear language and presented consistently and clearly.

15.3 The purpose of the report:

 provide the AC with the necessary material on the compliance of EO and/or SP with the IAAR Standards requirements for decision making;

 serve as a document for subsequent development and quality improvement of EO and/or SP;

• inform all stakeholders about the external evaluation results of EO and/or SP.

15.4 The Draft EEP Report is considered by the IAAR and sent for approval to EO. In the event that the EO reveals actual inaccuracies, the Chair shall coordinate its approval with the EEP members and make the necessary changes to the EEP report. In case of disagreement with the EO's remarks to the EEP report, the Chair together with the IAAR observer prepares an official response with justification.

15.5 The EO informs the IAAR about actual inaccuracies at the latest 5 (five) working days after receiving the draft EEP report for approval.

15.6 After finalising the draft with EO, the final version of the EEP report is sent to the IAAR for consideration by the AC.

15.7. Within 2 (two) months after the adoption of the accreditation decision, the IAAR posts on its website EEP report.

15.8 The IAAR conducts post-accreditation monitoring in accordance with the Regulations on the post-accreditation monitoring procedure for EOs and (or) SPs based on the EEP report.

16. Structure and Content of the EEP Report

16.1 The structure of the EEP report is determined based on the structure of the IAAR Standards, the content is formed taking into account all the criteria.

16.2 The EEP report should contain an introductory, basic, implicit evidentiary and analytical aspects, and a concluding part providing

recommendations. The evidence is formed based on the evaluation of the quality of EO and/or SP under the IAAR Standard's criteria, provides references to written documents (statutory and analytical documents, self-assessment report, survey results, etc.), oral evidence) and any other available evidence. The analytical part provides the result of the compliance analysis of the evidentiary part with the criteria of the IAAR Standard, and describes possible reasons or gives an explanation of the conformity or non-conformity of the EO and/or SP to the criteria of the IAAR Standard.

16.3 The EEP report should be in the following format: Times New Roman font, size 12, single interval, margins: left - 30 mm, right - 10 mm, top - 15 mm, bottom - 20 mm. The volume of the EEP report shall not exceed 50 pages without applications. Recommendations for improving quality of the EO and/or SP and for accreditation should start with a new sheet (page). Illustrations or tables should be placed immediately after the text in which they are mentioned for the first time or on the next page. All illustrations or tables should be referenced in the EEP report. Illustrations or tables should be numbered with Arabic numerals through consecutive numbering.

16.4 The EEP report should be drafted following the sample form of the EEP report on institutional (*Appendix 4*) and specialised (programme) accreditation (*Appendix 5*).



Appendix 1. Requirements for Reviewing Self-Assessment Report of the HEI

Drafting a review to the self-assessment report of the HEI requires a compliance analysis of the description of its activities with the criteria of institutional or specialised (programme) accreditation standards for the IAAR.

Review of the self-assessment report of the HEI involves the disclosure of the main items, a reasoned assessment of the content, taking into account the entity of accreditation.

The introductory part of the review contains brief information about the entity of accreditation (EO and/or SP).

The review shall clearly and precisely determine merits and demerits of the submitted report. In the recital part of the review to the self-assessment report it is necessary to assess the conformity of the content of the report sections with the standard's criteria. Particular attention should be given to the completeness of the disclosure criteria in the report. Also, the analysis assesses the presence of development prospects.

The review should include an assessment of the validity of the data by comparing and contrasting the information in the report with the materials presented in the annexes to the report and contained on the EO's website.

The analytical part of the review shall note and analyze the inadequacies of the report in detail. Significant drawbacks of the report include the presence of discrepancies in the text and actual errors, the use of erroneous terminology and wording, stylistic errors.

The review is presented in accordance with an exemplary structure:

1. Full name of the institution.

2. Analysis of the disclosure and completeness of the report in accordance with the Standard's criteria.

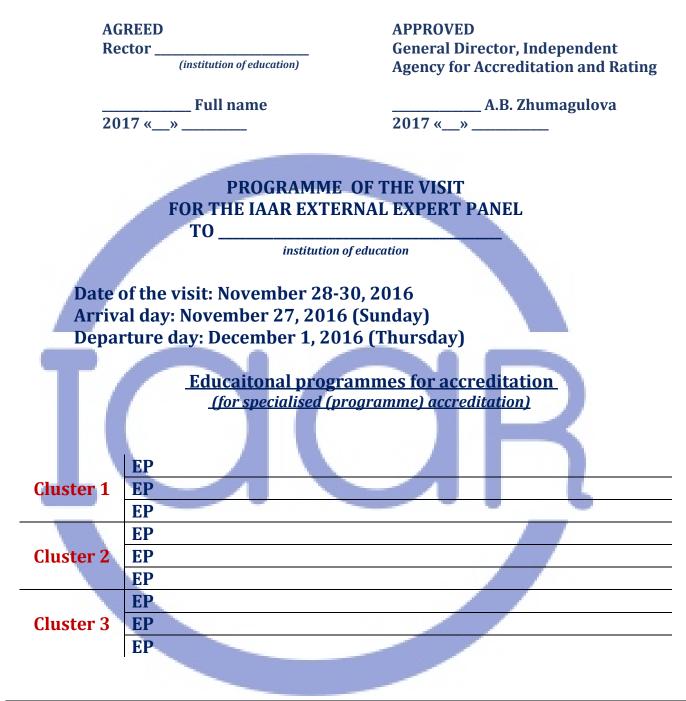
3. Analysis of additional materials submitted by the HEI.

4. Conclusions and recommendations.

5. Full name, academic title, academic degree, position, place of work, signature of the reviewer.

The final part includes general comments on all sections of the report and indicates the need for finalising the report, the degree of readiness of the self-assessment report, determines the feasibility and the possibility of continuing the accreditation process by the EEP, as well as the conclusions and recommendations of the expert, both general and specific sections of the Standards.

Appendix 2. Sample Programme of the EEP Site Visit (specialised (programme)



Date and time	EEP work with target groups	Full name and job title of the target groups	Venue	
	«_»201_			
During the day	Arrival of the EEP team members		Hotel	
16.00- 18.00	Preliminary meeting of the EEP team (mutual	External experts of the IAAR	Hotel	

·			1
	introduction of		
	the EEP		
	members,		
	distribution of		
	responsibilitie		
	s, discussion of		
	the key issues		
	and the visit		
	programme)		
18.00-	Dinner (only		
19.00	members of	External experts of the IAAR	
17.00	the EEP)	External experts of the IMM	
	uie EEF J	Day 1, «» 201	
0.00	Discussion of		Main huilding
9.00-	Discussion of	External experts of the IAAR	Main building,
9.30	organisational		office for the
	issues with		EEP
	experts		
9.30-	Meeting with	Head of the institution (full name)	Office of the
10.00	the head of EO		head of EO
10.00-	Meeting with	Job title, full name	Main building,
10.00-	the deputy	job dale, juli nume	Conference hall
10.50	heads of the		Comerence nall
	organisation		
	(Vice-rector,		
	Deputy		
	director, Vice-		
	presidents)		
10.30-	Meeting with	Job title, full name (or Appendix no)	Main building,
11.15	heads of		Conference hall
	structural		
	units		
11.15-	Coffee-break	Only EEP members	EEP room
11.30	for working		
	discussions		
11.30-	Visual	Job title, full name	Itinerary based
12.45	inspection of		, , ,
	the EO (in the		
	case of		
	specialised		
	(programme)		
	accreditation		
	only facilities		
	for SPs under		
	accreditation)		
13.00-		Lunch break	
		Lunch Dreak	
14.00	EEP members)		EED we say
14.00-	EEP work		EEP room
14.15			
14.15-	Meeting with	Job title, full name (or Appendix no)	Main building,
15.00	heads of		Conference hall
	accredited SPs		
15.00-	Meeting with	Job title, full name (or Appendix no)	Main building,
15.45	the heads of		Conference hall
	the chairs of		
	accredited SPs		
15.45-	Coffee-break	Only EEP members	
16.00	for working		
	discussions		
16.00-	Meeting with	Lecturers' list (Appendix No)	1-cluster:
17.00	teachers of	Loover or o not (hpponetic http://	lecture theater
17.00	accredited SP		1

l			
			2-cluster:
			lecture theater
			2
			3-cluster:
			lecture theater
			3
17.00-	Questionnaire	Academic teaching staff of the SPs under accreditation	Computer
18.00	survey by		rooms no.513-
	lecturers (in		519
	parallel)		
17.00-	Work of the		EEP room
18.00	EEP		
	(discussion of		
	results and		
	summarising		
	outcomes of		
	the 1 st day)		
18.00-	Dinner (only		
19.00	EEP members)		
		Day 2, «» 201	
09.00-	The work of		EEP room
09.30	the EEP		
	(discussion of		
	organisational		
	issues)		
09.30-	Visit to the	Job title, full name	Academic
12. <mark>30</mark>	graduate		building no. 5
-	chairs		
			Academic
			building no. 2
09.30-	Attending	According to the schedules of SPs under accreditation	Academic
12.30	classes		buildings no. 2,
10.00			5
12.30-	Work of the		EEP room
13. <mark>00</mark>	EEP (exchange		
12.00	of views)		
13.00-	Lunch (only	Lunch break	
14.00	EEP members)		
14.00-	Meeting with	Students of SPs under accreditation (Appendix no)	1-cluster:
15.00			
	students		lecture theater
_5.00	students		1
_5.00	students		1 2-cluster:
_2.00	students		1 2-cluster: lecture theater
_2.00	students		1 2-cluster: lecture theater 2
_2.00	students		1 2-cluster: lecture theater 2 3-cluster:
	students		1 2-cluster: lecture theater 2 3-cluster: lecture theater
		Students of SPs under accreditation	1 2-cluster: lecture theater 2 3-cluster: lecture theater 3
15.00-	Questionnaire	Students of SPs under accreditation	1 2-cluster: lecture theater 2 3-cluster: lecture theater 3 Computer
	Questionnaire survey of	Students of SPs under accreditation	1 2-cluster: lecture theater 2 3-cluster: lecture theater 3 Computer rooms no. 513-
15.00-	Questionnaire survey of students (in-	Students of SPs under accreditation	1 2-cluster: lecture theater 2 3-cluster: lecture theater 3 Computer
15.00- 16.00	Questionnaire survey of students (in- parallel)		1 2-cluster: lecture theater 2 3-cluster: lecture theater 3 Computer rooms no. 513- 519
15.00- 16.00 15.00-	Questionnaire survey of students (in- parallel) Meeting with	Representatives of state and financial institutions, heads of	1 2-cluster: lecture theater 2 3-cluster: lecture theater 3 Computer rooms no. 513- 519 Lecture theater
15.00- 16.00 15.00- 16.00	Questionnaire survey of students (in- parallel) Meeting with employers	Representatives of state and financial institutions, heads of manufacturing enterprises and organisations (Appendix No)	1 2-cluster: lecture theater 2 3-cluster: lecture theater 3 Computer rooms no. 513- 519 Lecture theater 1
15.00- 16.00 15.00- 16.00 16.00-	Questionnaire survey of students (in- parallel) Meeting with employers Coffee-break	Representatives of state and financial institutions, heads of	1 2-cluster: lecture theater 2 3-cluster: lecture theater 3 Computer rooms no. 513- 519 Lecture theater
15.00- 16.00 15.00- 16.00	Questionnaire survey of students (in- parallel) Meeting with employers Coffee-break for working	Representatives of state and financial institutions, heads of manufacturing enterprises and organisations (Appendix No)	1 2-cluster: lecture theater 2 3-cluster: lecture theater 3 Computer rooms no. 513- 519 Lecture theater 1
15.00- 16.00 15.00- 16.00 16.00- 16.30	Questionnaire survey of students (in- parallel) Meeting with employers Coffee-break for working discussions	Representatives of state and financial institutions, heads of manufacturing enterprises and organisations (Appendix No) Only EEP members	1 2-cluster: lecture theater 2 3-cluster: lecture theater 3 Computer rooms no. 513- 519 Lecture theater 1 EEP room
15.00- 16.00 15.00- 16.00 16.00-	Questionnaire survey of students (in- parallel) Meeting with employers Coffee-break for working	Representatives of state and financial institutions, heads of manufacturing enterprises and organisations (Appendix No)	1 2-cluster: lecture theater 2 3-cluster: lecture theater 3 Computer rooms no. 513- 519 Lecture theater 1

			1	
17.00-	Work of the	Only EEP members	EEP room	
18.00	EEP			
	(discussion of			
	results and			
	summarising			
	outcomes of			
	the 2 nd day)			
18.00-	Dinner (only			
19.00	EEP members)			
		Day 3, «» 201		
09.00-	The work of		EEP room	
09.30	the EEP			
	(discussion of			
	organisational			
	issues)			
09.30-	Site visits to	Professional internship venues	Appendix no	
12.30	professional 🚅			
	internship			
	venues,			
	branches of			
	departments			
	(clinical cites,			
	educational			
	and clinical			
	centers)			
12.30-	Work of the		EEP room	
13.00	EEP (collegial			
	coordination			
	and			
	preparation of			
	an oral			
	preliminary			
	review of the			
	visit results)			
13.00-	Lunch (only	Lunch break		
14.00	EEP members)			
14.00-	Work of the		EEP room	
16.30	EEP			
16.30-	Final EEP	Management of HEI and its structural units	Main building,	
17.00	meeting with		Conference hall	
11.00	the		Somer ence null	
	management			
	of the EO			
18.00-	Dinner (only			
19.00	EEP members)			
Schedule	LLI members)		1	
based		EEP members departure		
«_» 201_				
Schedule				
based		EEP members departure		

Appendix 3. Expert's Notebook

			Position of the organisation education			tion of
No.	Evaluation criteria	Comments	strong	satisfactory	implies improvement	unsatisfactory
1	Standard "Management					
	of the study programme"					
1.1	The quality assurance policy should reflect the relationship between research, teaching and learning.					
1.2	The HEI should demonstrate					
T	development of a quality assurance culture, including in relation to the SPs.					
1.3	Commitment to quality assurance should apply to any activities performed by				-	
	contractors and partners (outsourcing), including in the implementation of joint / double-degree			7		
					·	

Appendix 4. EEP Review Report Template (for institutional accreditation procedures)

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING External Expert Panel



_____ (city)

20___"___" _____ (date of the last visit day)

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(III) INTRODUCTION OF THE ORGANISATION OF EDUCATION (1-3 pp.)	
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(I) LIST OF SYMBOLS AND ABBREVIATIONS

(II) INTRODUCTION (1-2 pp.)

The basis of the external evaluation (the order of the IAAR about the EEP, the Standards of the IAAR, according to which the external evaluation (order number, date and publication) is conducted), the object of accreditation (name of the EO and/or SP), the composition of the EEP.

(III) <u>INTRODUCTION OF THE ORGANISATION OF EDUCATION (1-3 pp.)</u>

Brief information on its establishment, areas of activities and main achievements of the EO, information on EPs under accreditation (information on licenses, students' cohort, qualitative and quantitative composition of teachers, graduate employment, academic mobility, research projects, commercialisation).

(IV) <u>DESRIPTION OF THE PREVIOUS ACCREDITATION</u> PROCEDURE (1-2 pp.)

(only in case of re-accreditation procedure)

The basis of the previous accreditation (the order of the IAAR about the EEP, the Standards of the IAAR, according to which the external evaluation (order number, date and publication) is conducted), the composition of the EEP, the recommendations of the EEP, AC decision.

Analysis of the current state of the EO and/or SP on the implementation of the previous EEP recommendations.

(V) <u>DESCRIPTION OF THE EEP VISIT (1-2 pp.)</u>

Brief information on the fulfillment of the visit objectives, on the methods for assessing the quality of the EO and/or SP, implementation of the EEP visit programme: organisational arrangements (meetings, interviews), visit sites (classes, on-the-job training bases, etc.).

(VI) <u>CONFORMITY TO THE STANDARDS OF INSTITUTIONAL</u> ACCREDITATION (20-40 pp.)

6.1. Standard "Strategic Development and Quality Assurance"

 \checkmark The HEI should demonstrate the development of a unique strategy based on an analysis of external and internal factors with the wide involvement of a variety of stakeholders.

 \checkmark The HEI should demonstrate the focus of the mission, vision and strategy to meet the needs of the state, society, real economy sectors, potential employers, students and other stakeholders.

 \checkmark The institution should demonstrate transparency in the processes of formation, monitoring and regular revision of the mission, vision, strategy and policy of quality assurance.

 $\checkmark\,$ The institution should have a published quality policy, mission and strategy.

 \checkmark The HEI develops documents on specific areas of activity and processes (plans, programmes, regulations, etc.) that specify the quality policy.

✓ The quality assurance policy should reflect the relationship between research, teaching and learning.

✓ The HEI should demonstrate the development of a quality assurance culture.

The Evidence

The evidence is generated based on the quality assessment of the EO and/or SP in accordance with the IAAR Standard criteria. This part provides evidence on the implementation of the standard criteria in the form of references to written documents (statutory and analytical documents, self-assessment report, survey results, etc.), interview results and any other available evidence.

Analytical part

The analytical part is compiled on the basis of the compliance analysis of the evidence with the criteria of the IAAR Standard. Describes possible causes or explains the conformity or non-compliance of the EO and/or SP with the criteria of the IAAR Standard.

Strengths/best practice

A list of strengths/best practices identified in the analysis is provided.

EEP recommendations

Recommendations are given to improve the quality of the EO and/or SP based on the conclusions of the analytical part.

Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/ unsatisfactory)

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialised (programme) profile".

6.2. Standard "Leadership and Management"

 \checkmark HEI implements management processes, including planning and allocation of resources in accordance with the strategy.

 \checkmark HEI should demonstrate the successful functioning and improvement of the intra-university quality assurance system.

✓ An institution should demonstrate an analysis of risk management.

 \checkmark An institution should demonstrate an analysis of the effectiveness of the changes.

 \checkmark HEI should demonstrate an analysis of the identified non-conformities, the implementation of the developed corrective and preventive actions.

 \checkmark HEI should demonstrate a clear definition of those responsible for business processes, unequivocal distribution of the duties of the staff, delineation of the functions of collegial bodies.

 \checkmark An important factor is the provision of management of the study process through the management of study programmes, including an assessment of their effectiveness.

 \checkmark HEI demonstrates the development of annual activity plans, including teaching staff, based on the development strategy.

 \checkmark Commitment to quality assurance should apply to any activities performed by contractors and partners (outsourcing), including in the implementation of joint/double-degree education and academic mobility.

✓ HEI should provide evidence of the transparency of the HEI's management system.

 \checkmark HEI should ensure the participation of students and teaching staff in the work of collegiate management bodies.

✓ An institution should demonstrate evidence of openness and accessibility of managers and administrators for students, teaching staff, parents and other stakeholders.

 \checkmark The HEI should demonstrate the management of innovations, including an analysis and introduction of innovative proposals.

 \checkmark The HEI should strive to participate in international, national and regional professional alliances, associations, etc.

 \checkmark The HEI should provide training to the management (rector, advisers, vice-rectors, deans, heads of structural divisions, heads of departments) under the management programmes of education.

 \checkmark The HEI should strive to ensure that the progress achieved since the last external quality assurance procedure is taken into account in preparing for the next procedure.

The Evidence

The evidence is generated based on the evaluation of the quality of the EO and/or SP in accordance with the Standard criteria. This part provides evidence for the implementation of the standard criteria in the form of references to written documents (statutory and analytical documents, self-assessment report, survey results, etc.), and oral evidence (interview results) and any other available evidence.

Analytical part

The analytical part is compiled on the basis of the compliance analysis of the evidence with the criteria of the IAAR Standard. Describes possible causes or explains the conformity or non-compliance of the EO and/or SP with the criteria of the IAAR Standard.

Strengths/best practice

A list of strengths/best practices identified in the analysis is provided.

EEP recommendations

Recommendations are given to improve the quality of the EO and/or SP based on the conclusions of the analytical part.

Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/unsatisfactory)

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialised (programme) profile".

6.3.Standard "Information Management and Reporting"

✓ The HEI should ensure the functioning of the system for collecting, analyzing and managing information based on the use of modern information and communication technologies and software.

 \checkmark An institution should demonstrate the systematic use of processed, adequate information to improve the internal quality assurance system.

 \checkmark The HEI should have a system of regular reporting at all levels of the organisational structure, including an assessment of the performance effectiveness and productivity by units, SPs, research and their interaction.

✓ The HEI should establish the periodicity, forms and methods for assessing the management of the SP, the activities of collegial bodies and structural units, senior management, the implementation of scientific projects.

 \checkmark The HEI should demonstrate the definition of order and ensure the protection of information, including the identification of responsible persons for the reliability and timeliness of the analysis of information and the provision of data.

 \checkmark An important factor is the involvement of students, employees and teaching staff in the processes of collecting and analyzing information, as well as decision making.

 \checkmark The HEI should demonstrate the existence of the communication mechanism with students, employees and other stakeholders, including the existence of conflict resolution mechanisms.

 \checkmark An institution should provide a measure of the satisfaction degree of the needs of the teaching staff, personnel and students, and demonstrate evidence of addressing the deficiencies found.

 \checkmark The HEI should evaluate the effectiveness and productivity of its activities, including in the context of the SP.

✓ Information collected and analyzed by the institution should take into account:

- Key performance indicators;
- the dynamics of students population in the context of forms and species;
- the level of academic achievement, student achievement and deduction;
- Students' satisfaction with the implementation of the SP and the quality of training in the HEI;
- availability of educational resources and support systems for students;
- Employment and career growth of graduates.

 \checkmark Students, employees and teaching staff must confirm their consent to the processing of personal data.

✓ An institution should promote all the necessary information in the relevant fields of science.

The Evidence

The evidence is generated based on the evaluation of the quality of the EO and/or SP in accordance with the Standard criteria. This part provides evidence for the implementation of the standard criteria in the form of references to written documents (statutory and analytical documents, self-assessment report, survey results, etc.), and oral evidence (interview results) and any other available evidence.

Analytical part

The analytical part is compiled on the basis of the compliance analysis of the evidence with the criteria of the IAAR Standard. Describes possible causes or explains the conformity or non-compliance of the EO and/or SP with the criteria of the IAAR Standard.

Strengths/best practice

A list of strengths/best practices identified in the analysis is provided.

EEP recommendations

Recommendations are given to improve the quality of the EO and/or SP based on the conclusions of the analytical part.

Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/unsatisfactory)

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialised (programme) profile".

6.4. Standard "Development and Approval of Educational Programmes"

 \checkmark An institution should define and document the procedures for the development of the SPs and their approval at the institutional level.

 \checkmark An institution should demonstrate the compliance of the developed SPs with the established objectives, including the expected learning outcomes.

✓ HEI should demonstrate the existence of the developed graduate models of the SP, describing the results of training and personal qualities.

 \checkmark HEI should demonstrate the conduct of external assessment of the SP.

 \checkmark The qualification obtained upon the completion of the SP shall be clearly defined, clarified and consistent with a certain level of the NQF.

 \checkmark An institution should determine the impact of disciplines and professional practices on the formation of learning outcomes.

✓ An important factor is the possibility for preparing students for professional certification.

 \checkmark HEI should provide evidence of the participation of students, teaching staff and other stakeholders in the development of the SP, ensuring their quality.

✓ Complexity of the SP should be clearly defined in Kazakhstan credits and ECTS.

 \checkmark HEI should ensure the content of educational disciplines and learning outcomes correspondent to the level of study (bachelor's, master's, doctoral).

✓ SP's structure should stipulate various activities corresponding to the learning outcomes.

✓ An important factor is the existence of joint SPs with foreign educational organisations.

The Evidence

The evidence is generated based on the evaluation of the quality of the EO and/or SP in accordance with the Standard criteria. This part provides evidence for the implementation of the standard criteria in the form of references to written documents (statutory and analytical

documents, self-assessment report, survey results, etc.), and oral evidence (interview results) and any other available evidence.

Analytical part

The analytical part is compiled on the basis of the compliance analysis of the evidence with the criteria of the IAAR Standard. Describes possible causes or explains the conformity or non-compliance of the EO and/or SP with the criteria of the IAAR Standard.

Strengths/best practice

A list of strengths/best practices identified in the analysis is provided.

EEP recommendations

Recommendations are given to improve the quality of the EO and/or SP based on the conclusions of the analytical part.

Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/unsatisfactory)

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialised (programme) profile".

<u>6.5.Standard "On-going Monitoring and Periodic Review of Education Programmes"</u>

An institution should monitor and periodically assess the SP in order to ensure that the goal is achieved and meet the needs of students and the community. The results of these processes aim to continuously improve the SP.

- Monitoring and periodic review of SPs should consider:
 the content of the programmes in the light of the latest scientific achievements in a specific discipline to ensure the relevance of the discipline being taught;
- changing the needs of society and the professional environment;
- workload, academic performance and graduation;
- effectiveness of students' assessment procedures;
- expectations, needs and students' satisfaction with the learning process in vocational education;
- the educational environment and support services and their compliance with the objectives of the SP.

 \checkmark The HEI should provide evidence of the participation of students, employers and other stakeholders in the revision of SPs.

All stakeholders should be informed of any planned or undertaken actions in relation to the SP. All changes made to the SP shall be published.

✓ The HEI should provide a review of the content and structure of SPs taking into account changes in the labor market, the requirements of employers and the social demand of the society.

The Evidence

The evidence is generated based on the evaluation of the quality of the EO and/or SP in accordance with the Standard criteria. This part provides evidence for the implementation of the standard criteria in the form of references to written documents (statutory and analytical documents, self-assessment report, survey results, etc.), and oral evidence (interview results) and any other available evidence.

Analytical part

The analytical part is compiled on the basis of the compliance analysis of the evidence with the criteria of the IAAR Standard. Describes possible causes or explains the conformity or non-compliance of the EO and/or SP with the criteria of the IAAR Standard.

Strengths/best practice

A list of strengths/best practices identified in the analysis is provided.

EEP recommendations

Recommendations are given to improve the quality of the EO and/or SP based on the conclusions of the analytical part.

Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/unsatisfactory)

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialised (programme) profile".

6.6. Standard "Student-Centered Learning, Teaching and Performance Evaluation"

 \checkmark An institution should ensure respect and due attention given to different groups of students and their needs, providing them with flexible learning paths.

✓ An institution should ensure the use of various forms and methods of teaching and learning.

✓ An important factor is the availability of own research on teaching methods of the academic disciplines.

 \checkmark HEI should demonstrate the availability of a feedback system on the use of different teaching methods and evaluation of learning outcomes.

 \checkmark An institution should demonstrate support for the autonomy of students with simultaneous guidance and assistance from the teacher.

✓ An institution should demonstrate the existence of a procedure for responding to student complaints.

 \checkmark An institution should ensure the consistency, transparency and objectivity of the evaluation mechanism, including the appeal procedure.

 \checkmark An institution should ensure that the procedures for evaluation of the learning outcomes of students are consistent with the planned learning outcomes and programme objectives. Criteria and methods for evaluation should be published in advance.

 \checkmark An institution should determine the mechanisms for ensuring the completion of each graduate's learning outcomes and ensure completeness of their formation.

✓ Evaluation staff should possess modern methods for assessment of the learning outcomes and regularly improve their qualifications in this field.

The Evidence

The evidence is generated based on the evaluation of the quality of the EO and/or SP in accordance with the Standard criteria. This part provides evidence for the implementation of the standard criteria in the form of references to written documents (statutory and analytical documents, self-assessment report, survey results, etc.), and oral evidence (interview results) and any other available evidence.

Analytical part

The analytical part is compiled on the basis of the compliance analysis of the evidence with the criteria of the IAAR Standard. Describes possible causes or explains the conformity or non-compliance of the EO and/or SP with the criteria of the IAAR Standard.

Strengths/best practice

A list of strengths/best practices identified in the analysis is provided.

EEP recommendations

Recommendations are given to improve the quality of the EO and/or SP based on the conclusions of the analytical part.

Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/unsatisfactory)

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialised (programme) profile".

6.7. Standard "Students"

 \checkmark HEI should demonstrate the policy of forming students' population from admission to graduation and ensure the transparency of its procedures. Procedures regulating the life cycle of students (from admission to graduation) should be identified, approved, published.

 \checkmark HEI should make provisions for special adaptation and support programmes for newly enrolled and foreign students.

✓ HEI should demonstrate the conformity of its actions to the Lisbon Recognition Convention.

✓ HEI should cooperate with other educational organisations and national centers of the "European Network of European Network of Information Centers - National Academic Recognition Information Centers" ENIC / NARIC in order to ensure comparable recognition of qualifications.

 \checkmark HEI should demonstrate the existence and application of a mechanism to recognise students' academic mobility results, as well as the results of additional, formal and informal study.

✓ HEI should provide an opportunity for external and internal mobility of students, as well as assist them in receiving academic grants.

 \checkmark HEI should make maximum efforts to provide on-the-job-training placements, facilitate the employment of graduates, and maintain communication with them.

 \checkmark An institution should provide graduates with documents confirming the received qualification, including learning outcomes, as well as the context, content and status of the education obtained and evidence of the degree course completion.

✓ An important factor is the monitoring of the employment and professional activities of graduates.

 \checkmark An institution should actively encourage students to self-education and development outside the main programme (extracurricular activities).

✓ An important factor is the existence of acting association/association of graduates.

✓ An important factor is the availability of a support mechanism for gifted students.

The Evidence

The evidence is generated based on the evaluation of the quality of the EO and/or SP in accordance with the Standard criteria. This part provides evidence for the implementation of the standard criteria in the form of references to written documents (statutory and analytical documents, self-assessment report, survey results, etc.), and oral evidence (interview results) and any other available evidence.

Analytical part

The analytical part is compiled on the basis of the compliance analysis of the evidence with the criteria of the IAAR Standard. Describes possible causes or explains the conformity or non-compliance of the EO and/or SP with the criteria of the IAAR Standard.

Strengths/best practice

A list of strengths/best practices identified in the analysis is provided.

EEP recommendations

Recommendations are given to improve the quality of the EO and/or SP based on the conclusions of the analytical part.

Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/unsatisfactory)

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialised (programme) profile".

6.8. Standard "Teaching Staff"

 \checkmark HEI should have an objective and transparent personnel policy, which includes hiring, professional growth and development of personnel, ensuring the professional competence of the whole state.

 \checkmark HEI should demonstrate the conformity of the personnel potential of the teaching staff with the development strategy of HEI and the specifics of the SP.

 \checkmark HEI should demonstrate awareness of responsibility for its employees and provision of favorable working conditions for them.

✓ HEI should demonstrate a change in the teacher's role due to the transition to student-centered learning.

 \checkmark HEI should determine the contribution of the faculty to the implementation of the development strategy of HEI and other strategic documents.

✓ HEI should provide opportunities for career growth and professional development of the teaching staff.

 \checkmark HEI should involve practitioners in the relevant sectors.

✓ HEI should provide targeted actions to develop young teachers.

 \checkmark HEI should demonstrate the motivation for the professional and personal development of teachers, including encouraging both about the contribution to the integration of research and education, and the use of innovative teaching methods.

 \checkmark An important factor is the active use of the faculty information and communication technologies in the educational process (for instance, on-line training, e-portfolio, massive open on-line course, etc.).

 \checkmark An important factor is the development of academic mobility, attracting the best foreign and local teachers.

 \checkmark An important factor is the involvement of the faculty in the life of society (the role of teaching staff in the education system, the development of science, the region, the creation of a cultural environment, participation in exhibitions, creative competitions, charity programmes, etc.).

The Evidence

The evidence is generated based on the evaluation of the quality of the EO and/or SP in accordance with the Standard criteria. This part provides evidence for the implementation of the standard criteria in the form of references to written documents (statutory and analytical documents, self-assessment report, survey results, etc.), and oral evidence (interview results) and any other available evidence.

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EEP recommendations

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Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/unsatisfactory)

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialised (programme) profile".

6.9. Standard "Research Work"

 \checkmark HEI should demonstrate that the priorities of research work are in line with the national policy in the field of education, science and innovative development.

- \checkmark HEI should ensure that the research activities correspond to the mission and the strategy of the HEI.
- \checkmark An institution should plan and monitor the effectiveness of research.
- ✓ HEI should demonstrate the availability of processes to attract students to research activities.

 \checkmark HEI should demonstrate assistance in presenting the scientific positions of researchers, teaching staff and students at various scientific platforms, including the publication of scientific results.

 \checkmark HEI should promote the introduction of research results, including those on consulting and

commercialisation.

 \checkmark HEI should promote the recognition of the research work results, including the registration of scientific projects with the authorised bodies, the design of patents and copyright certificates.

- \checkmark HEI should strive for joint research with foreign HEIs.
- \checkmark HEI should strive to diversify the forms of financing research activities.

 \checkmark An institution should foster research activities using various motivation schemes.

The Evidence

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EEP recommendations

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The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialised (programme) profile".

6.10. Standard "Finances"

✓ An institution should design development scenarios that are consistent with the development strategy, taking into account the risk assessment.

✓ *HEI should demonstrate the operational and strategic planning of its budget.*

✓ HEI should demonstrate the existence of a formalised financial management policy, including financial reporting.

✓ HEI should demonstrate the existence of an internal audit system.

✓ An institution should demonstrate an external independent audit.

✓ There should be a mechanism at the HEI for assessing the adequacy of financial support for various types of HEI's activity, including strategy for the development of HEI, SPs, and scientific projects.

The Evidence

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Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/unsatisfactory)

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialised (programme) profile".

6.11. Standard "Learning Resources and Student Support Systems"

✓ *HEI* should demonstrate the sufficiency of material and technical resources and infrastructure.

✓ An institution should demonstrate the existence of support procedures for various groups of students, including information and counseling.

✓ HEI should demonstrate the compliance of information resources with the specifics of SPs, including compliance in the following areas:

- Technological support for students and teaching staff in accordance with study programmes (for instance, online training, modeling, databases, data analysis programmes);
- Library resources, including the fund of educational, methodological and scientific literature on general education, basic and major courses on paper and electronic media, periodicals, access to scientific databases;
- examination of the results of research, graduation papers, dissertations on plagiarism;
- access to educational Internet resources;
- functioning of WI-FI in the territory of the organisation of education.

 \checkmark HEI should strive to ensure that the training equipment and software used to develop SPs are similar to those used in the relevant industries.

 \checkmark An institution should ensure compliance with safety requirements in the learning process.

 \checkmark HEI should strive to take into account the needs of different students groups (adults, employees, foreign students, as well as students with disabilities).

The Evidence

The evidence is generated based on the evaluation of the quality of the EO and/or SP in accordance with the Standard criteria. This part provides evidence for the implementation of the standard criteria in the form of references to written documents (statutory and analytical documents, self-assessment report, survey results, etc.), and oral evidence (interview results) and any other available evidence.

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Strengths/best practice

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EEP recommendations

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Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/unsatisfactory)

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialised (programme) profile".

6.12. Standard "Public Awareness"

✓ The information published by HEI should be accurate, unbiased, relevant and should include:

- Implemented programmes, indicating expected learning outcomes;
- information on the possibility of awarding qualifications upon the completion of SP;
- information on teaching, learning, assessment procedures;
- information on passing scores and educational opportunities provided to students;
- information on employment opportunities for graduates.

✓ HEI's management should use a variety of ways to disseminate information (including media, web resources, information networks etc.) to inform general public and stakeholders.

✓ Public information should support and explain national development programmes of the country and the system of higher and postgraduate education.

✓ HEI should publish audited financial statements on its own web resource.

✓ HEI should demonstrate the reflection on the web resource of information that characterises HEI in general and in the context of SP.

✓ An important factor is the availability of adequate and unbiased information about the faculty in the context of personalities.

An important factor is the publication of information on cooperation and interaction with partners, including scientific / consulting organisations, business partners, social partners and educational organisations.

✓ An institution should publish information and links to external resources on the results of external assessment procedures.

The Evidence

The evidence is generated based on the evaluation of the quality of the EO and/or SP in accordance with the Standard criteria. This part provides evidence for the implementation of the standard criteria in the form of references to written documents (statutory and analytical documents, self-assessment report, survey results, etc.), and oral evidence (interview results) and any other available evidence.

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EEP recommendations

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Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/unsatisfactory)

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialised (programme) profile".

(VII) <u>REVIEW OF STRENGTHS/BEST PRACTICES ON EACH</u> <u>STANDARD (1 p.)</u>

A list of strengths / best practices for all standards is provided.

(VIII) REVIEWOFRECOMMENDATIONSONQUALITYIMPROVEMENT ON EACH STANDARD (1-2 pp.)

List of EEP recommendations on all standards related to the implementation of the criteria

(IX) <u>REVIEW OF RECOMMENDATIONS ON DEVELOPMENT OF</u> <u>THE EDUCATION ORGANISATION (1 p.)</u>

List of EEP recommendations related to the development of the EO. These recommendations do not refer to measures to improve the quality and compliance with the IAAR standards (if any)

(X) RECOMMENDATIONS TO THE ACCREDITATION COUNCIL

The recommendation of the EEP on accreditation for 1/3/5/7 years or the refusal of accreditation, which is signed by all members of the EEP, is given.

Recommendations may be presented as follows:

- "The members of the EEP agreed unanimously that the EO and/or SP is recommended for accreditation for a period of 1/3/5/7 years";
- "EEP members have come to a unanimous opinion that the EO and/or SP is not recommended for accreditation";
- "There is no consensus between the EEP members".

Annex 1. Assessment table "PARAMETERS OF THE INSTITUTIONAL PROFILE"

(to be signed by all members of the EEP)

Annex 2. PROGRAMME OF THE VISIT TO EDUCATION ORGANISATION

Annex 3. RESULTS OF THE SURVEY QUESTIONNAIRE OF TEACHERS

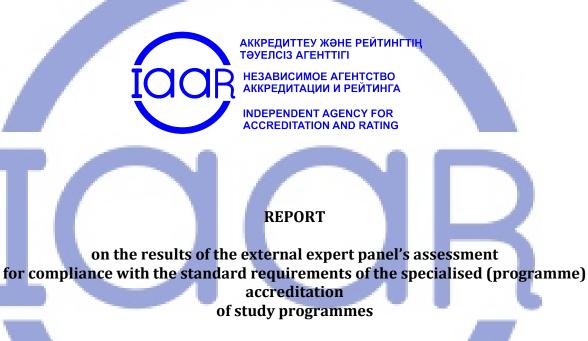
Annex 4. RESULTS OF THE SURVEY QUESTIONNAIRE OF STUDENTS



Appendix 5. EEP Review Report Template (for specialised (programme) accreditation procedures)

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING External Expert Panel

Addressed to the IAAR Accreditation Council



(EP with reference numbers) (organisation of education) from "__" to "__" ____ 20_. (on-site visit dates)

_____city

_____20___ (date of the last visit day)

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(The content should be in the form of an automatically collected table of contents with page numbers)

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(I) LIST OF SYMBOLS AND ABBREVIATIONS

(II) INTRODUCTION (1-2 pp.)

The basis of the external evaluation (the order of the IAAR about the EEP, the Standards of the IAAR, according to which the external evaluation (order number, date and publication) is conducted), the object of accreditation (name of the EO and/or SP), the composition of the EEP.

(III) INTRODUCTION OF THE ORGANISATION OF EDUCATION (1-3 pp.)

Brief information on its establishment, areas of activities and main achievements of the EO, information on EPs under accreditation (information on licenses, students' cohort, qualitative and quantitative composition of teachers, graduate employment, academic mobility, research projects, commercialisation).

(IV) <u>DESRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE (1-2 pp.)</u>

(only in case of re-accreditation procedure)

The basis of the previous accreditation (IAAR order on the EEP, IAAR Standards, according to which the external evaluation is conducted (order number, date and publication)), the composition of the EEP, the recommendations of the EEP, AC decision.

Analysis of the current state of the EO and/or EP on the implementation of the previous EEP recommendations.

(V) <u>DESCRIPTION OF THE EEP VISIT (1-2 pp.)</u>

Brief information on the fulfillment of the visit objectives, on the methods for assessing the quality of the EO and/or EP, implementation of the EEP visit programme: organisational arrangements (meetings, interviews), visit sites (classes, on-the-job training bases, etc.).

(VI) <u>CONFORMITY TO THE STANDARDS OF SPECIALISED</u> (PROGRAMME) ACCREDITATION (20-40 pp.)

<u>6.1. Standard "Management of Educational Programme"</u>

- An institution should have a published quality policy.
- The quality assurance policy should reflect the connection between research, teaching and learning.

HEI should demonstrate the development of a culture of quality assurance, including in the context of the SP.
 Commitment to quality assurance should apply to any activities performed by contractors and partners (outsourcing), including in the implementation of joint/double-degree education and academic mobility.

• The management of the SP provides transparency in the development of the SP's development plan based on an analysis of its functioning, the actual positioning of the institution and the focus of its activities on meeting the needs of the state, employers, stakeholders and students.

• The management of the SP demonstrates functioning of the mechanisms for the formation and regular revision of the SP's development plan and monitoring its implementation, assessing the achievement of the learning

objectives, meeting the needs of students, employers and society, and making decisions aiming to the continuous improvement of the SP.

• The management of the SP should involve representatives of stakeholder groups, including employers, students and faculty, in developing the development plan of a SP.

• The management should demonstrate the individuality and uniqueness of the development plan, its coherence with national development priorities and the development strategy of the organisation of education.

• HEI should demonstrate a clear definition of those responsible for business processes within the framework of the SP, unambiguous distribution of the staff duties, and delineation of the functions of collegial bodies.

• The management should provide evidence of transparency in the management of the study programme.

• The management team should demonstrate successful functioning of the internal quality assurance system of the SP, including its design, management and monitoring, its improvement, decision-making based on facts.

Management should implement risk management.

• The management should ensure involvement of stakeholders (employers, teaching staff, students) in the collegial administration bodies of study programmes, as well as their representativeness in making decisions on the management of the educational programme.

• HEI should demonstrate the management of innovations within the framework of the SP, including the analysis and implementation of innovative proposals.

• The management should demonstrate evidence of openness and accessibility for students, teachers, employers and other stakeholders.

• The management of the SP must be trained on programmes of education management.

• The management of the SP should strive to ensure that the progress achieved since the last external quality assurance procedure is taken into account when preparing for the next procedure.

The Evidence

The evidence is generated based on the quality assessment of the EO and/or SP in accordance with the IAAR Standard criteria. This part provides evidence on the implementation of the standard criteria in the form of references to written documents (statutory and analytical documents, self-assessment report, survey results, etc.), interview results and any other available evidence.

Analytical part

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Strengths/best practice

A list of strengths/best practices identified in the analysis is provided.

EEP recommendations

Recommendations are given to improve the quality of the EO and/or SP based on the conclusions of the analytical part. For each SP the recommendations are given **SEPARATELY**.

Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/unsatisfactory)

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialised (programme) profile".

6.2. Standard "Information Management and Reporting"

• HEI should ensure the functioning of a system for collection, analyzing and managing information based on the use of modern information and communication technologies and software.

• The SP management should demonstrate the systematic use of processed, adequate information to improve the internal quality assurance system.

• Under the SP, there should be a system of regular reporting, reflecting all levels of the structure, including an assessment of the effectiveness and productivity of the divisions and departments, research.

• An institution should establish periodicity, forms and methods for assessing the management of the SP, the activities of collegial bodies and structural units, senior management, the implementation of scientific projects.

• HEI should define the procedure and ensure the protection of information, including the identification of responsible persons for the reliability and timeliness of information analysis and data provision.

• An important factor is the involvement of students, employees and teaching staff in the processes of data collection and information analysis, as well as decision making based on such data.

• The management should demonstrate the existence of a mechanism for communication with students, employees and other stakeholders, including the availability of conflict resolution mechanisms.

• An institution should provide a measure of the satisfaction degree of the needs of the teaching staff, personnel and students under the SP and demonstrate evidence of addressing the deficiencies found.

• HEI should evaluate the effectiveness and productivity of activities, including in the context of the SP.

• The information collected and analyzed by HEI under the SP should take into account:

- Key performance indicators;
- the dynamics of students' population in the context of forms and types;
- the level of academic performance, student achievements and deductions;
- students' satisfaction with the implementation of the SP and the quality of learning at the HEI;
- availability of educational resources and support systems for students;
- employment and career growth of graduates.
- Students, employees and teaching staff must give documentary consent to the processing of personal data.

• The management of the SP should facilitate the provision of all necessary information in the relevant fields of science.

The Evidence

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Strengths/best practice

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Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/unsatisfactory)

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialised (programme) profile".

6.3. Standard "Development and Approval of the Study Programme"

• HEI should define and document the procedures for the development of the SP and their approval at the institutional level.

• The management of the SP should ensure that the developed SP meets the objectives set, including the expected learning outcomes.

• The management team should ensure that there are developed models of the graduate student describing the learning outcomes and personal qualities.

• The management of the SP should demonstrate the conduct of external evaluations of the SP.

• The qualification obtained at the end of the SP shall be clearly defined, clarified and consistent with a certain level of the NQF.

• Management should determine the impact of disciplines and professional practices on the formation of learning outcomes.

• An important factor is the possibility of students learning for professional certification.

• The management should provide evidence of the participation of students, staff and other stakeholders in the development of the SP, ensuring their quality.

• The complexity of SP should be clearly defined in Kazakhstan credits and ECTS.

• The management should ensure that the contents of the academic disciplines and the learning outcomes correspond to the level of study (bachelor's, master's, doctoral).

• The SP's structure should provide for various activities corresponding to the learning outcomes.

• An important factor is the existence of joint SPs with foreign educational organisations.

The Evidence

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The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialised (programme) profile".

6.4. Standard "On-going Monitoring and Periodic Review of Educational Programmes"

• An institution should monitor and periodically evaluate the SP in order to ensure that the goal is achieved and meet the needs of students and the community. The results of these processes aim to the continuous improvement of the SP.

• Monitoring and periodic review of SP should consider:

• The content of programmes in the light of the latest achievements of science in a specific discipline to ensure the relevance of the discipline being taught;

- Changes in the needs of society and professional environment;
- The workload, progress and students' graduation;
- Effectiveness of evaluation procedures for students;
- Expectations, needs and satisfaction of students;
- Educational environment and support services and their compliance with the objectives of the SP.

• HEI and the management of the SP must provide evidence of involvement of students, employers and other stakeholders in the revision of the SP.

• All stakeholders should be informed of any planned or undertaken actions in relation to the SP. All changes made to the SP shall be published.

• The management of the SP should ensure that the content and structure of the SP are reviewed, taking into account changes in the labor market, the requirements of employers and the social demand of the community.

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The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialised (programme) profile".

6.5. Standard "Student-Centered Learning, Teaching and Performance Evaluation»

• The management team should ensure respect and attention to different groups of learners and their needs, providing them with flexible learning paths.

• The management should ensure the use of various forms and methods of teaching and learning.

• An important factor is the availability of own research on methods of teaching the academic disciplines of the SP.

• The management should demonstrate the availability of a feedback system on the use of different teaching methods and the evaluation of learning outcomes.

• The management of the SP should demonstrate support for the autonomy of students with simultaneous guidance and assistance from the teacher.

• The management should demonstrate the existence of a procedure for responding to students' complaints.

• An institution should ensure the consistency, transparency and objectivity of the evaluation mechanism for each training programme, including an appeal.

• An institution should ensure that the procedures for evaluating the learning outcomes of students are consistent with the planned learning outcomes and programme objectives. Criteria and methods of evaluation within the framework of the SP should be published in advance.

• An institution should determine the mechanisms for ensuring that each graduate has mastered the learning outcomes and ensures the completeness of their formation.

• Evaluators should possess modern methods for assessment of learning outcomes and regularly improve their qualifications in this field.

The Evidence

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The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialised (programme) profile".

<u>6.6. Standard "Students"</u>

• HEI should demonstrate the policy of forming students' population in the context of the SP from admission to graduation and ensure the transparency of its procedures. Procedures regulating the life cycle of students (from admission to graduation) should be identified, approved, published.

• The management of the SP should demonstrate special adaptation and support programmes for the newly enrolled and foreign students.

• An institution should demonstrate the conformity of its actions to the Lisbon Recognition Convention.

• HEI should cooperate with other educational organisations and national centers of the "European Network of Information Centres - National Academic Recognition Information Centres" ENIC/NARIC to ensure comparable recognition of qualifications.

• The management should demonstrate the existence and application of a mechanism for recognising the results of academic mobility of students, as well as the results of additional, formal and informal training.

• An institution should provide an opportunity for external and internal mobility of students, as well as assist them in obtaining external grants for training.

• The management of the SP should make the maximum amount of effort to provide practice-based practitioners, facilitate the employment of graduates, and maintain communication with them.

• An institution should provide the graduates with documents confirming the received qualifications, including the results achieved, as well as the context, content and status of the education received and evidence of its completion.

• An important factor is the monitoring of the employment and professional activities of graduates of the SP.

• The leadership of the SP should actively encourage students to self-education and extra development besides the main program (extracurricular activities).

• An important factor is the existence of an acting association of graduates.

• An important factor is the availability of a support mechanism for gifted students.

The Evidence

The evidence is generated based on the quality assessment of the EO and/or SP in accordance with the IAAR Standard criteria. This part provides evidence on the implementation of the standard criteria in the form of references to written documents (statutory and analytical documents, self-assessment report, survey results, etc.), interview results and any other available evidence.

Analytical part

The analytical part is compiled on the basis of the compliance analysis of the evidence

with the criteria of the IAAR Standard. Describes possible causes or explains the conformity or non-compliance of the EO and/or SP with the criteria of the IAAR Standard.

Strengths/best practice

A list of strengths/best practices identified in the analysis is provided.

EEP recommendations

Recommendations are given to improve the quality of the EO and/or SP based on the conclusions of the analytical part. For each SP the recommendations are given **SEPARATELY**.

Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/unsatisfactory)

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialised (programme) profile".

6.7. Standard "Teaching Staff"

• HEI should have an objective and transparent personnel policy, including in the context of the SP, which includes hiring, professional growth and staff development, which ensures the professional competence of the whole personnel.

• HEI should demonstrate the conformity of the personnel potential of the teaching staff with the development strategy of HEI and the specifics of the SP.

• The management of the SP should demonstrate awareness of responsibility for its employees and provision with favorable working conditions.

• The management should demonstrate the change in the role of the teacher in relation to the transition to student-centered learning.

• HEI should determine the contribution of the teaching staff to the implementation of the development strategy of HEI, and other strategic documents.

• HEI should provide opportunities for career development and professional development of the SP's faculty.

The management team should involve practitioners from the relevant industries.

• The management of the SP should ensure that targeted actions are taken to develop young teachers.

• HEI should demonstrate the motivation for the professional and personal development of the teaching staff, including the promotion of both the integration of research and education, and the use of innovative teaching methods.

• An important factor is the active use by the teaching staff of information and communication technologies in the educational process (for instance, on-line training, e-portfolio, massive open online courses, etc.).

• An important factor is the development of academic mobility within the framework of the SP, attracting the best foreign and domestic teachers.

• An important factor is the involvement of the teaching staff of the SP to the life of society (the role of the teaching staff in the education system, in the development of science, the region, the creation of a cultural environment, participation in exhibitions, creative competitions, charity programmes, etc.).

The Evidence

The evidence is generated based on the quality assessment of the EO and/or SP in accordance with the IAAR Standard criteria. This part provides evidence on the implementation of the standard criteria in the form of references to written documents (statutory and analytical documents, self-assessment report, survey results, etc.), interview results and any other available evidence.

Analytical part

The analytical part is compiled on the basis of the compliance analysis of the evidence with the criteria of the IAAR Standard. Describes possible causes or explains the conformity or non-compliance of the EO and/or SP with the criteria of the IAAR Standard.

Strengths/best practice

A list of strengths/best practices identified in the analysis is provided.

EEP recommendations

Recommendations are given to improve the quality of the EO and/or SP based on the conclusions of the analytical part. For each SP the recommendations are given **SEPARATELY**.

Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/unsatisfactory)

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialised (programme) profile".

6.8. Standard "Educational Resources and Student Support Systems"

• The management should demonstrate the adequacy of the material and technical resources and infrastructure.

• The management should demonstrate the existence of support procedures for different groups of learners, including information and counseling.

• The management of the SP should demonstrate the correspondence of information resources to the specifics of the SP, including compliance:

- of the technological support of students and teaching staff with educational programmes (for instance, online training, modeling, databases, data analysis programmes);
- library resources, including the fund of educational, methodological and scientific literature on general education, basic and profiling disciplines on paper and electronic media, periodicals, access to scientific databases;
- examination of the results of research, graduation papers, dissertations on plagiarism;
- access to educational Internet resources;
- WI-FI availability in the territory of the organisation of education.

• HEI should strive to ensure that the educational equipment and software used to develop study programmes are similar to those used in the relevant industries.

• An institution must ensure compliance with safety requirements in the learning process.

• HEI should strive to take into account the needs of different groups of students in the context of the SP (adults, employees, foreign students, as well as students with disabilities).

The Evidence

The evidence is generated based on the quality assessment of the EO and/or SP in accordance with the IAAR Standard criteria. This part provides evidence on the implementation of the standard criteria in the form of references to written documents (statutory and analytical documents, self-assessment report, survey results, etc.), interview results and any other available evidence.

Analytical part

The analytical part is compiled on the basis of the compliance analysis of the evidence with the criteria of the IAAR Standard. Describes possible causes or explains the conformity or non-compliance of the EO and/or SP with the criteria of the IAAR Standard.

Strengths/best practice

A list of strengths/best practices identified in the analysis is provided.

EEP recommendations

Recommendations are given to improve the quality of the EO and/or SP based on the conclusions of the analytical part. For each SP the recommendations are given **SEPARATELY**.

Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest

improvements/ unsatisfactory)

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialised (programme) profile".

6.9. Standard "Public Information"

• The information published by HEI within the framework of the SP should be accurate, objective, relevant and should include:

- Implemented programmes, indicating expected learning outcomes;
- information on the possibility of awarding qualifications at the end of the SP;
- information on teaching, learning, evaluation procedures;
- information on passing scores and educational opportunities provided to students;
- information on employment opportunities for graduates.

• The management should use a variety of ways to disseminate information, including the media, information networks to inform the general public and stakeholders.

• Public information should provide support and clarification of national development programmes of the country and the system of higher and postgraduate education.

• HEI should publish on its Web resource audited financial statements, including in the context of the SP.

• HEI should demonstrate the reflection on the web resource of information that characterises HEI in general and in the context of study programmes.

• An important factor is the availability of adequate and objective information about the teaching staff of the SP, in the context of personalities.

• An important factor is informing the public about cooperation and interaction with partners within the framework of the SP, including with scientific / consulting organisations, business partners, social partners and educational organisations.

• An institution should post information and links to external resources based on the results of external assessment procedures.

• An important factor is the involvement of HEI and implemented SP in various external evaluation procedures.

The Evidence

The evidence is generated based on the quality assessment of the EO and/or SP in accordance with the IAAR Standard criteria. This part provides evidence on the implementation of the standard criteria in the form of references to written documents (statutory and analytical documents, self-assessment report, survey results, etc.), interview results and any other available evidence.

Analytical part

The analytical part is compiled on the basis of the compliance analysis of the evidence with the criteria of the IAAR Standard. Describes possible causes or explains the conformity or non-compliance of the EO and/or SP with the criteria of the IAAR Standard.

Strengths/best practice

A list of strengths/best practices identified in the analysis is provided.

EEP recommendations

Recommendations are given to improve the quality of the EO and/or SP based on the conclusions of the analytical part. For each SP the recommendations are given **SEPARATELY**.

Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/unsatisfactory)

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialised (programme) profile".

(VII) <u>REVIEW OF STRENGTHS/BEST PRACTICES ON EACH STANDARD</u>

<u>(1 p.)</u>

A list of strengths / best practices for all standards is provided.

(VIII) <u>REVIEW OF RECOMMENDATIONS ON QUALITY IMPROVEMENT</u> <u>ON EACH STANDARD (1-2 pp.)</u>

List of EEP recommendations on all standards related to the implementation of the criteria.

For each EP the recommendations are given SEPARATELY.

For example,

Standard "Management of the Educational Programme"

- Recommendations for EP Economics, Finance, Management (in the case of general recommendations for the group of EPs):
- Recommendations for EP Economics (in case of recommendations only for this EP):

(IX) <u>REVIEW OF RECOMMENDATIONS ON DEVELOPMENT OF THE</u> EDUCATION ORGANISATION (1 p.)

List of EEP recommendations related to the development of the EO. These recommendations do not refer to measures to improve the quality and compliance with the IAAR standards (if any).

(X) <u>RECOMMENDATIONS TO THE ACCREDITATION COUNCIL</u>

The recommendation of the EEP on accreditation for 1/3/5/7 years or the refusal of accreditation, which is signed by all members of the EEP, is given.

Recommendations may be presented as follows:

- "The members of the EEP agreed unanimously that the EO and/or EP is recommended for accreditation for a period of 1/3/5/7 years";
- "EEP members have come to a unanimous opinion that the EO and/or EP is not recommended for accreditation";
- "There is no consensus between the EEP members".

<u>Annex 1. Assessment table "PARAMETERS OF THE SPECIALISED</u> (PROGRAMME) PROFILE"

(to be signed by all members of the EEP)

No.	No.	Assessment criteria	Position of the
			organisation of
			education

			Strong	Satisfactory	Assumes improvement	Unsatisfactory
Star	ndard "	'Management of the Educational programme"				
1	1.	An institution should have a published quality policy.				
2	2.	The quality assurance policy should reflect the relationship between research, teaching and learning.				
3	3.	HEI should demonstrate the development of a culture of quality assurance, including in the context of the SP.				
4	4.	Commitment to quality assurance should apply to any activities performed by contractors and partners (outsourcing), including in the implementation of joint / double degree education and academic mobility.				
5	5.	The management of the SP provides transparency in designing a development plan for the SP based on an analysis of its functioning, the actual positioning of an institution and the focus of its activities on meeting the needs of the state, employers, stakeholders and students.				
	6.					
	L					

Annex 2. PROGRAMME OF THE VISIT TO EDUCATION ORGANISATION

Annex 3. RESULTS OF THE SURVEY QUESTIONNAIRE OF TEACHERS

Annex 4. RESULTS OF THE SURVEY QUESTIONNAIRE OF STUDENTS

